



# **Reform Redesign Report**

**Brewer Elementary-Middle School**

**Detroit City School District**

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## **Introduction**

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Brewer Academy is striving to become an institution where students learn in a safe and healthy environment. We are striving to become a technological institution where students are actively engaged in learning while meeting the requirements for adequate yearly progress.

Brewer Academy had an enrollment of 607 students enrolled in grades Kindergarten through eight. One hundred percent of the student population is African-American. Brewer Academy has only been a K-8 configuration for three years. The students who live within the boundaries of Brewer Academy have been devastated by economic hardships; therefore, we have seen an increase in at-risk students. In an effort to address the needs of at-risk students, the school has a Resource Coordinating Team (RCT) that meets on a monthly basis to address the needs of students by identifying and devise an action plan to meet the educational needs of the students. A Title I counselor coordinates the meetings between the parents and the RCT. In addition, parents are invited to LSCO meetings, parent-teacher conferences, and various school activities to remain well-informed about their child's academic performance. Initial communications are sent home on the first day of school year and on a monthly basis throughout the school year. Brewer operates under a School-wide Title I program.

Brewer is located on the eastside of Detroit, which has been hit hard economic times. Many homes have been demolished in the area and many once vibrant blocks have now become vacant fields. However, due to the changes of the community our student population has remained consistent and has exceeded the Districts' projection since 2009. Due to the housing market failure, many families have merged together so their children may continue to attend Brewer.

Regardless, of the declining neighborhood, parents are eager to partner with the school and learn helpful tips to help their children become successful. Many of our parents participate in the "Work First" program through the State of Michigan, but never miss an opportunity to collaborate with the school during LSCO Meetings, parent-teachers, parent meetings and School Improvement Team.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **Vision Statement**

Brewer Academy is striving to become an institution where students learn in a safe and healthy environment. We are striving to become a technological institution where students are actively engaged in learning while meeting the requirements for adequate yearly progress.

### **Mission Statement**

Brewer Academy will embrace the challenge of educating all children within a global society, by developing and implementing a structured and effective learning environment. This learning environment will provide an opportunity for all students to effectively meet their academic needs, through a dynamic learning experience. The staff of Brewer Academy will instill a sense of mutual respect in our students through exemplary staff role models, and peer mediation.

### **Belief Statement**

The staff at Brewer Academy believes that all students can learn and will achieve academic excellence when given the opportunities and resources that will enhance learning. In addition the Title I Staff will establish programs that will ultimately have a positively impact on the academic success of Brewer Students. Strategies and programs will effectively and decrease the achievement gap of Brewer Students.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Brewer Academy has received notable achievements through its Academic Games program. The school has won State Academic Games Championship academic games in the following years, 2009 through 2011, earning National championship status last year. Also, Brewer was the only urban school to attend the National Science Bowl in Washington, DC, in 2009 through 2011. Brewer also holds the title of Regional Science Bowl Champions for 2009 and 2010 and the students had the opportunity to meet our first lady, Michelle Obama. Brewer Academy has demonstrated success in the areas of parental involvement, school climate, and safety. We are currently striving to increase academic achievement through the use of data to guide instruction and to identify and implement intervention strategies, as denoted through walk through by the leadership team. Brewer is continuing to create a culture of high expectations through providing challenging learning experiences and rigor.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Brewer has a deeply dedicated staff that functions as a family and supports student achievement and the ideology that all students can learn and become successful citizens in society.

# Transformation Redesign Diagnostic

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

2013-2014 Transformation Redesign Diagnostic

Reform Team Personnel

Cecily Wilson	Principal	cecily.wilson@detroitk12.org
Darnese Wilkinson	Instructional Specialist	darnese.wilkinson@detroitk12.org
Latoya King Hall	AEO	latoya.king-hall@detroitk12.org
Nancy Pryor	Teacher	nancy.pryor@detroitk12.org
Justin Kemeny	Teacher	justin.kemeny@detroitk12.org
Janice Tilmon	Teacher	Janice.tilmon@detroitk12.org
LaRonda Paden	Teacher	laronda.paden@detroitk12.org
Devette Brown	Teacher	devette.brown@detroitk12.org
Tyra Anderson--Williams	Teacher	tyra.anderson-williams@detroitk12.org

Teaching and Learning Priorities

Brewer Academy plans include the following:

Create a climate of high expectations through data driven instructional practices.

Provide small group intervention to increase academic achievement.

Brewer uses the following data: MEAP, DIBELs, Star Reading, Star Math, Benchmark Quarterly Assessments, and formative assessments via classroom curriculum.

Develop/Increase School Leadership and Teacher Effectiveness

Cecily Wilson is currently the principal at Brewer Academy and has been since 2009. In 2011-2012 school years Brewer has replaced at least 50% of the staff.

The district will align the principal selection process for Priority Schools to the "two-year rule"

## PART B: TEACHING AND LEARNING PRIORITIES

**State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)**

Brewer Academy will implement two strategic reform ideas in order to change teaching and learning at our school. First, we will create and cultivate a climate of high expectation for increased learning for all students by all stakeholders at Brewer School. Secondly, we will implement response to intervention (RTI/3 Tier) driven by data dialogue to guide instruction and positively impact student achievement in core content areas.

Research by;" Abott, Joireman, Stroh, 2002, cites the following; Changing School Culture to Improve Climate' shows that with few exceptions, a positive school climate impacts schools in the following way: Less prone to violence, substance abuse and higher graduation rates. Research was gathered from more than 75,000 students in 127 schools and it confirmed that positive building and classroom climates impacted student achievement. "McNeely, Nonnemaker & Blum, Promoting School Connectness: Evidence from the National Longitudinal Study of Adolescent Health, Journal of School Health, April 2002, Vol 72, No4 Pg 138- 146.

The rationale for the selection of Big Idea I: Cultivating a climate of high expectations for increased student learning was based upon data and reflective dialogues, which was the focus of our data dialogue covered at our school improvement and follow-up staff meetings. This transformation effort is also supported by the data from our SIP/ School Profile/ Perception Data 2010 - 2011. Data results were gleamed for Big Idea 1 from surveys issued to teachers, students and parents. Perception data ratings to classify perception(s) of the school climate (from all stakeholders) were categorized by the following ranges: " None, Few, Some, Most, All", (Refer to data results in section below). Results from our data reflected a need to address school climate in our transformation model in order to support student achievement. Brewer Academy will continue to support these efforts by being consistent with the policies that are presently in place in our policies and procedures as listed in our School Improvement Plan. There is also a suggestion box for both parents and teachers to submit ideas to support improving our school climate. Parent "Check-up surveys will also be disseminated at parent meetings every three months. Results of these surveys will be turned over to the School Improvement Team and School Support Team. They will tally the surveys, share the information with the staff and collaboratively identify strategies which will continue to support an improved school climate. The principal, teachers and support staff will also continue to be engaged in reflective on-going dialogue at staff meetings once a month. The focus will be built around reviewing the results from the surveys in order to support increased school learning. These practices will guide transformation efforts due to the fact that an environment or a climate that is conducive to learning will result in measurable increased student achievement on all standardized, formative and summative assessments.

An improved school climate also involves students taking responsibility for their learning by setting goals and high expectations for themselves. This will be inclusive of understanding their own data. They will learn how to read their own data and set monthly goals for themselves through charting. They will learn the importance of having a positive attitude in a structured environment throughout their daily operations within the school.

Based upon our data dialogue, Brewer's second Big Idea (instructional) will be to implement Response to Intervention (RTI/ 3 tier). These initiatives will support improved student achievement across all core content areas. Big Ideas were selected based upon the data denoted on follow-up pages of Part B.

### Response to Intervention (Rti)

All staff will implement Response to Intervention (RTI) according to the following:

A. Tier 1: Following the pre-test, whole group instruction will take place. Teachers may have the classroom set up to address the different learning styles of students in the classroom.

B. Tier 2: Students who are not making adequate progress will receive additional support and instruction by the classroom teacher or instructional specialist. They will focus on supporting and extending Tier 1 instruction with extra time, intensity, focus, and collaboration. Instructional staff will also integrate technology into classrooms to help students meet the benchmarks. Computer assisted instruction will be utilized to increase focus and motivation by providing a context for the learner that is challenging and also stimulating. Burst (K-3) will be utilized to support intervention/instruction, at this level along with Accelerated Reader/Math (3-8) and Star Math for grades K-8 for Tiers 2 and 3.

C. Tier 3 At this level, students will receive a more individualized and intensified instruction from the instructional specialist and Title I support staff. Students, who do not show adequate progress with support under the Tier 3 interventions, will be referred to the RCT Team.

Data that was analyzed and identified to support the implementation of these two Big Ideas were the MEAP scores from grades 3-8, (2009 - 2012) Benchmark, DIBELS K-3, benchmark assessments, Renaissance Learning (Accelerated Reader/Math), pre-and-post curriculum tests, classroom assessments and the Golden Package.\* Refer to data denoted in last section of Part B.

According to our trend data, as students progress from each grade level to the next, there is a general decline in student achievement, across all grades and in all content areas. Therefore, it is imperative to implement some research guided interventions, strategies/ programs as part of our transformation plan. DIBEL(s) data in grades Kdg. 2 supports the premise that there is a deficit in vocabulary which impedes comprehension. Comprehension is the largest strand on the state-wide assessment (MEAP) and a lack of mastery in the area of word recognition and vocabulary impacts fluency and comprehension. According to the U.S. Department of Education (2008): Vocabulary instruction is an important part of reading and language arts classes, as well as across all content-area classes. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text. This will be a primary focus for differentiated instruction as supported by our data.

All of Brewers' data support the need for small group intervention or flexible grouping.

The rationale for the selection of the Big Idea II (Instructional) was based upon an analysis of data (See section II for data results) and data driven dialogues. In order to address the transformation efforts that will be put in place, the staff will be actively engaged in on-going data - dialogue to support them with developing a cohesive yet practical structure to focus instruction. Dialogues will occur in order to personalize and differentiate instruction, to promote measurable student gains in core content areas. Evidence of success of the implementation of Big Idea II: Using data driven dialogues to drive tiered intervention will be documented by improved student achievement with on-going formative and summative assessments: DIBELS, STAR, MAP, MEAP, etc. Results from assessments will be analyzed and ongoing at bi-weekly grade level meetings. Each grade level teacher will alternate leadership roles to serve as lead facilitator in the data driven dialogues. Data dialogues will be focused on pre-test, interim and post test results, along with identified best practice support strategies to promote student achievement.

### **State what data were used to identify these ideas.**

Brewer used the following data; Perception (School Improvement Plan, MEAP, DIBELS, Star Reading, Star Math, and MAP), as well as ongoing formative and summative assessments of current curriculum.

Data analysis from our School Improvement Data Profile documented the following: (Teachers) There was (Some) movement toward a positive trend of the school working toward cultivating an environment for increased student learning by all Brewer stakeholders, however there was a need for (Some) improvement. Surveys by teachers also reflected there was (Some) positive increase in perception as it related to school climate, which they felt positively impacted student performance in the classroom. (Most) primary students' surveys indicated that the Brewer School was a safe and a good place to learn. (Most) Middle school students felt that although the climate was improving, additional classes outside of the core curriculum needed to be put in place. They felt an offering of additional classes would support a more positive school climate and cut down on the number of disruptions and/or behavior issues during the school day. Data from parent surveys (gathered from Annual Title I Parent Meeting, Oct. 2012) indicated that (Most) of the community/parents felt the climate of the school was improving under the leadership of the assigned principal over the past two years. However, perception data from surveys also indicated the

following: (Most) Parents felt the climate for learning would improve greatly if there were more opportunities for extended learning opportunities both inside and outside of the standard offerings of the curriculum. (Field trips, gym, art technology, etc.) Teacher surveys (Most) indicated a need to continue to build upon a climate that was conducive to learning by consistently maintaining and reinforcing current policies and procedures (governance) which impact student learning. Data analyzed from teachers' perspective (All) felt strongly that a school climate could only be conducive to learning, if there was consistent structure and policies in the workplace. (All) felt these policies and procedures must be understood and respected by all parties (leadership, students, parents, if the school climate is to be conducive to learning.

What data was used to identify these ideas?, According to the School Data Profile and MEAP Trend Data:

Trend Data from MEAP 2009 - 2012 indicates the following:

Reading 2009-2010: highest level of proficiency for all grades was 29.9% (in grade 3)

Reading 2010- 2011: highest Proficiency level for Reading for all grades was 28.4% (in grade 3)

Reading 2011 -2012, highest proficiency level for all grades in reading was 33% (in grade 7)

Math 2009 -2010 highest level of proficiency for all grades was 39.2% (in grade 5)

Math 2010 - 2011 highest level of proficiency for all grades was 45.7% (in grade 6)

Math 2011 - 2012 highest level of proficiency for all grades was 26% (in grade 6)

Science, Social Studies and Writing scores were also in the lowest percentile across the board as it relates to proficiency for all students who took the exam in the designated grades

Data from DIBELS indicates that only 27% of the students in grades K-5 are performing at a proficient level. The STAR Reading assessments indicates that 80% of students are performing below the 25th percentile, and STAR Math indicates that 77% of students are performing below the 25th percentile.

Process for improving school climate, which is our first Big Idea for reform is as follows:

On-going data dialogue will give Brewer stakeholders a "Real Time "snapshot of what is working and what needs to be revised or revisited for groups as well as individual students. As we strive to promote student achievement, and improve school climate, we will be actively engaged in the process of interpretative data dialogue. This will support us in making sound decisions which are reflective of "Best Practices. In order to implement the reform strategies it is important to look at the perception and academic data. Our MEAP Trend Data from 2009 to the present indicates a need to improve in all core content, for all students, in all core content areas as we work toward having a proficiency rate of 85% for all students by 2022.

Evidence of success as it relates to improved school climate will be: fewer student referrals to office, less suspensions, and less parent/teacher conference regarding disruptive behavior.

The first year Brewer will focus on improving reading skills in all grades. Teachers will utilize a variety of strategies and programs to motivate and engage students in active learning. Through the data analysis for Brewer, it has been determined that increased reading scores will increase scores in all content areas. According to the recent trends related to student attendance Brewer students are transferring within the district and outside the district, therefore, it is essential that Brewer focus is reading to ensure that all students are reading at or above grade level. Our goal is to reach our yearly proficiency target for the 2014-2015 school year.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.**

The District will align the principal selection process for the Priority Schools to the "Two Year Rule". The District believes that high impact school leaders are on the most influential leaders in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. Transformational school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. The District will conduct individual principal performance reviews to: assess each principal's performance relative to expected outcomes. In preparation for each performance conference, each principal will be required to bring supportive evidence to discuss the following requirements;

1. Describe the work that has been done to support improved teacher instructional practice.
2. Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.)
3. Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.
4. Describe how monetary, human, and community resources are maximized to support who school improvement.
5. Describe how the principal engages parents and community members in efforts to improve student achievement.

Ms. Cecily Wilson is currently the assigned principal at Brewer. She was assigned to a leadership role as the principal in 2009. Under her tenure, for the school year 2011 -2012, she replaced at least 50% of the staff. This was done in a collaborative partnership with members of the SIP Team, instructional staff members, and parent representatives. Interviews were conducted, which allowed applicants an opportunity to respond to rigorous questions regarding curriculum, benchmarks/standards, policies and procedures. Final selections were also based upon interview,internal/external recommendations and portfolios.

Cecily Wilson has demonstrated that she meets the criteria for being a transformational leader by exhibiting the following behaviors: Through her attendance at numerous workshops and professional development opportunities; she has established herself as a professional instructional leader who shares best practices and current ideologies from these PD and workshops with her staff during PD and staff meetings. She is actively engaged with disaggregating and analyzing the data as well as being committed to working with the School Improvement Teams in supporting them with identifying "Best Practices" which support increased student learning. She is a team builder which is essential to the transformation process. Action plans are also developed and supported by the principal, in conjunction with the collaborative efforts of the school improvement team. She further demonstrates her ability to be a transformational leader by not only having high expectation of the staff to embrace turnaround strategies but she also exemplifies those expectations within herself.

Ms. Wilson is also actively engaged in the process of data dialogue. She respects and understands that data is the driving force behind all student achievement. She works tirelessly not only on the instructional component but also on implementing and maintaining policies and practices which promote the overall improvement for all across the content areas. It has been through her efforts (as documented by Parent surveys and LSCO feedback, that over the course of the last few years, Brewer has become an institution, where the expectation is, that everyone will learn!

On opening day, she shared the collaborative vision and mission of the school, district and the state with all stakeholders in the building. This was inclusive of instructional staff, paraprofessionals, secretaries, custodial / lunchroom support, etc. This information was also followed up with the Parents at their annual Title I Parent Meeting.

There is a shared vision with all stakeholders and a greater emphasis on instruction, professional development and the use of data to evaluate students' progress. She makes it a top priority to understand the strengths and needs of her teachers and students. Policies and procedures of the school have been established with the leadership teams that are clear, firm, fair, and consistent. One of her key roles is



continuing to offer opportunities for parents to be actively engaged in the education of their children via, mentoring, volunteering, and active engagement with the LSCO, Parent/Teacher Conferences. Etc.

**2 Year Rule:** The district will make final decisions about placement of administrators as it relates to the two year rule. Brewer Academy however can provide documentation upon request from the district can also be forwarded to the district for making its final selection for principal placements, (2 year rule) via anonymous surveys completed by teachers, parents, community leaders and students as it relates to effective leadership. Data documentation, which is a matter of public record, can also be pulled for review by the district in making its final decision for administrative placement during the 2013- 2014 school year.

**Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.**

### Evaluation Process/Tools

The District has developed new evaluation processes for teachers and school leaders that is based on the following: set of professional standards that define effective teaching and leadership, student achievement outcomes, continuous improvement and accountability. These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information demonstrates the process of the teacher evaluation.

The principal will in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. The process begins by each teacher completing a Professional Learning Plan (PLP), in which they set goals according to the Five Core Elements that they will be evaluated on for the year. Those Five Core Elements are: Demonstrates Pedagogical Skills, Students Growth as Predominant Factor, Classroom Management, Relevant Special Training, and Educator Responsibilities. Additional elements that are factored into teacher evaluation from central office include: Attendance, Disciplinary Record, Accomplishments, and Contributions. These goals will be tracked and monitored throughout the year. Teachers will receive two formal observations and numerous informal observations via classroom walkthroughs during the school year. At the end of the year the principal will conduct an end of the year evaluation. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer (School Administrator or Central Office Personnel) can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab. This will allow teachers to get immediate feedback of their performance. The Observer will conduct an initial meeting (post-observation) with the teacher to complete the following: Review your observation with the teacher, review the teacher's PLP and make recommendations, both administrator and teacher will sign PLP, teacher is provided access to the evaluation materials (via Learning Village). During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling

teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers will be encouraged to continue implementing their PLPs, collecting artifacts and documentation to support each core element.

Beginning in April, principals will begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with each teacher to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine tune their professional learning plans. The end of the year evaluation affords the teacher the opportunity to demonstrate growth in their PLP's as well as the Five Core Elements. The final evaluation is weighted as follows: 75% on teacher evaluation and 25% on standardized assessments (student growth). The end of the year evaluation will give the teachers a final rating of the following: Ineffective, Minimally Effective, Effective, or Highly Effective. Ineffective, Minimally Effective, Effective, or Highly Effective. Instructional staff will be retained for the following school year 2013/2014, only if they receive a final rating of effective or highly effective.

**Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.**

The standard that will be set to identify teachers who are demonstrating student achievement, will use the following data as a guideline, DIBELS, MAP, Star Reading, and Star Math. These assessments are given at least three times during the school year. Each student will have a goal of increasing their achievement level on assessments by 25%, which will be identified in their individualized learning plan. The teachers will be recognized as effective if a minimum of 50%-75% of students in their classroom achieve their set goals on their IDP.

Staff recognition and motivation is an ongoing process at Brewer. Brewer weekly notes are written by the administrator and e-mailed to all staff members at the start of each week and teachers are recognized in a section titled "Golden Hat Reward", teachers receive accolades for outstanding tasks associated with the school culture of Brewer. For example, teachers who attend professional development and share with staff, teachers who have discovered innovative ways to motivate and encourage students to learn and other good deeds associated with student achievement and or staff relationships (that are essential for team building) will be recognized.

Unfortunately, we are unable to provide financial support to teachers, therefore the rewards will not be monetary. Therefore teachers who are increasing student achievement on a consistent basis will be rewarded by receiving an additional coordinating period to plan strategies and implement innovative ideas to develop a stronger curriculum for the students.

During Teacher Appreciation week teachers receive a special gift each day culminating with a staff luncheon to show our appreciation for their dedication and improving student achievement. Each teacher is given an award that reflects the progress Brewer students have made in terms of academic and social growth. All teachers are involved in this celebratory event and are recognized for their accomplishments for the school year. In addition, counselors and full time support are also recognized as they are also part of the teaching staff of Brewer School. In the 2012-2013 school year, Brewer will also implement a celebration of stars, as we recognize our own school leaders, teachers, and other support staff by hosting an in-house dinner with specific award certificates.

Effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's

Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

Achieving prescribed student performance targets set by the District as measured by the State MEAP/MME. Targets will be composite as well as specific for each subgroup measured by the state examinations/assessments; Management of budget - general purpose, school-based and federal; Student attendance goals; Suspension/expulsion goals;

Graduation goals; Thoughtful implementation of program recommendations as a result of school diagnostic reviews; Satisfactory completion of SIP academic plans, including SIP, and academic achievement; Participation and engagement in prescribed professional development opportunities; and Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and district assessments.

Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance.

Thoughtful implementation of program recommendations as a result of school diagnostic reviews; Satisfactory completion of SIP academic plans, including SIP, and academic achievement; Participation and engagement in prescribed professional development opportunities; and Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

At the building level, prior to the removal of unsatisfactory staff, they will receive multiple opportunities for improvement such as: peer support, assistance from the District's curriculum supervisors, support from the administrator to create a Individual Development Plan, received various professional development opportunities via the district and school. Teachers who are rated ineffective or minimally effective will not be allowed to return to Brewer the following year. The district has given principals the right to selecting the staff members who receive a score at least 70% However, Brewer chooses to select staff with a score of at least 80% in an effort to attract staff members who possess the highest qualifications that promote academic success at Brewer. Teachers who perform at the top of their content area will be nominated for Awards from various organizations for recognition in mathematics, science, social studies and writing. These awards may vary in nature depending on the organization. Administration will continue to recognize and build a motivational atmosphere in various ways throughout the school year.

**Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

During the 2013-2014 school year, the professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. All of the professional development will focus on assisting teachers and administrators pay close attention to the classroom environment and improve student learning. Administrators will receive professional development to broaden their leadership skills and provide more instructional leadership for their staff to help themselves and their staff. As we move to increase student achievement on our standardized tests for the State and at the National level, we have adopted a city-wide common assessment (NWEA-MAP) that will enable staff to diagnose, monitor, and increase student achievement through the utilization of data to modify and enhance instruction. Decisions for the professional development were based upon the needs of the building-level staff members and the analysis of the data collected from the standardized assessments. District Professional Development activities are aligned to the State Professional Development Standards.

Brewer has constructed and will implement a professional development calendar for the 2013/2014 school year that will target very specific topics to address our Big Idea reform efforts. In order to reach a goal of all students being 85% proficient, we must address our current deficiencies as indicated by 2011/2012 MEAP data, which includes the following: 82% of student population non-proficient in Math, 68% of student population non-proficient in Reading, 73% of student population non-proficient in Writing, 88% of student population non-proficient in Science and 99% of student population non-proficient in Social Studies. All instructional staff will have an opportunity to sign up for district workshops, Wayne RESA workshops as well as outside source workshops which can benefit their student population. Brewer will align all professional development in accordance to the big ideas in order to reform current teaching practices, to allow for increased student achievement. Best Practices from professional development will be implemented into the regular instructional day and monitored via walk-throughs on a weekly basis.

The expectations established for teachers using the professional learning provided is based upon the desired outcomes from the planned professional development activities to support instructional best practices that render student growth. Instructional staff collaborate to outline the areas of assistance needed to provide them with instructional strategies that will increase student achievement in the low performing areas. A building-wide needs assessment is conducted to provide this information. As outlined by the staff, based on data review of needs areas, the professional learning calendar is developed to address the areas of deficiency that have been identified from the various assessments utilized to indicate student performance levels such as MEAP, MAP, NWEA, DIBELS, Accelerated Reading & Math test scores.

After attending or participating in professional learning, teachers are expected to immediately implement the strategies learned into their instruction, including placement in lesson plans. Teachers meet bi-weekly in content /grade level teams to discuss the instructional strategies, review of current data for their students, and dialogue with their colleagues on how to better implement strategic instruction into their lessons. These team meetings are indicative of whether or not the implementation of the planned strategy was effective, and what supports are still needed for success with implementation. Lead teachers take on the responsibility of facilitating the implementation of said strategies into their teams. If implementation of instructional strategies in the classrooms is ineffective, there are processes in place to provide teachers with instructional assistance beginning with the use of lead teachers, then the building's content instructional specialists, followed by the WRESA instructional coaches, and followed up by the building administration.

Teacher support is provided in a number of ways. There is individual support provided for teachers within the building. The process for assisting teachers begins with peer coaching by lead teachers at each grade level. Then instructional coaching by the building content instructional specialists takes place. Building Instructional Specialists and administrators identify those teachers needing intense support and make recommendations to the Instructional Coaches provided by Wayne RESA. As a follow up after those resources have been put in place, administrative leaders also provide instructional assistance during individualized instructional meetings before and after teacher evaluations, as well as ongoing feedback during walkthroughs and daily observations. Outside teacher support is provided by the district through the website Solutionwhere, where teachers are able to sign up for training and professional learning assistance throughout the school year on a variety of different topics, including those that directly impact the instructional process. In addition to the district professional learning opportunities, there are other outside opportunities for teacher support through Wayne County RESA, with assigned content coaching and specific Professional Development opportunities (ELA/EMEPS/Social Studies). Other local supports that are available resources for teachers are also recommended by administration as needed.

Professional Learning will take place at Brewer on a continuous and on-going basis throughout the school year. Lead teachers, instructional specialists, and other staff will provide professional learning opportunities during staff meetings, content/grade level meetings, and during assigned professional development days. Some of the professional learning outlined for Brewer includes Guided Reading, Accelerated Reading & Math, Cross curricular Reading Comprehension, Problem Solving, Tiered Instruction, and Inclusive Learning. These opportunities are embedded in the district calendar to assist with the district's vision of continued improvement in the instructional practices of

teachers. There are several days each semester on the Detroit Public Schools annual calendar set aside for professional learning. While some days are district-wide, other days are designed to meet the needs of individual buildings. In addition, there are some professional learning opportunities scheduled to assist with implementation of district/building programs, where the PL is job embedded. Consultants provide training in the classroom, and/ or substitutes are provided for teachers to participate in the trainings during a portion of the school day.

Finally, all decisions for the professional development will be based upon the building-level and staff members needs combined with an analysis of the data collected from various standardized and district assessments. Professional development activities will also be aligned to the State Professional Development Standards. The leadership team along with the SIT will be the driving forces in maintaining the focus of supporting staff members as they apply the professional development plan into the daily instructional day of the school. Please see the attachment section for the professional development calendar.

**Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.**

The District in collaboration with the Detroit Federation of Teacher negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. Detroit Public Schools (DPS) offers various opportunities for growth and promotions within the system by posting all current openings on the DPS website. Many of the positions first required that teachers are certified and highly qualified with experience. Teachers with the appropriate qualifications, depending upon the position in which they are applying for, may submit their application online. Positions range from promotions that are an extension of the classroom, such as instructional specialist, Title One teachers, Academic Engagement Officers, Assistant principals and Principals, as well as curriculum leaders. Brewer will offer extended opportunities to recruit and retain staff in a transformational school by giving new recruits who have a proven track record of excellence in promoting student achievement, additional opportunities to earn additional income via extended day or summer school programs. This should be an attractive offer, as these selected teachers will not only earn an additional salary but will have an opportunity to work with small groups and to personally implement some of their Best Practice strategies to support student achievement. Administrator may also elect to identify staff members for pre-leadership by serving as their mentor and giving them an opportunity to serve in a "guided leadership" role on their prep periods. Also when PD opportunities are offered off-site and they are aligned with our Big Ideas, denoted staff members will be given first choice in attending these PD with the expectation that they will bring back any resources and information attained at the PD, to the school to share with the staff at staff meetings and /or professional developments. These efforts are supported and viewed in a leadership capacity.

The basis for assessing the impact of professional learning on instructional practice is directly related to the teacher evaluation tool agreed upon by the district and the teachers union. The agreed upon evaluation tool provides leadership with specific information pertaining to the needs of staff and instructional practices. Teachers are evaluated using the PD360 evaluation protocol, which identifies professional learning as an evaluative component in the teacher observation/evaluation tool. Instructional strategies that are utilized in the school are research-based best practices that have been identified as assistive measures in improving student learning. These instructional practices are research-based strategies that assist teachers with instruction. Effective implementation instructional practices learned during professional development give students a greater opportunity to be successful in their learning process. Allowing for teachers to collaboratively design

their professional learning, gives them an opportunity to view their students learning, reflect and analyze their practice, as well as, develop and find solutions that work and provide them with an ownership that has a lasting impact on their instructional practices.

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) is designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers. Michigan State University's Urban Immersion Teacher Program Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources. The district also participates in the District-University Student Teacher Program. The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers. Brewer Academy will continue to utilize student teachers. Staff members then move from non-certified positions to become student teachers, and finally continuing their educational growth to become certified teachers.

The administration at Brewer Academy has been extremely successful in building a school atmosphere that is like a family among students and staff members. Many teachers chose to volunteer to do extra activities and appreciate the chance to put Brewer students on display. Once instructional staff becomes a part of Brewer Academy, we will continue to motivate them to remain at our school, which is evident by the low turnover rate.

Brewer Academy values their teaching staff and believes in increasing opportunities for those instructional staff who demonstrate interest in personal growth beyond the classroom. The teachers that exhibit the following: outstanding teaching skills, classroom management, student growth, and an eagerness to improve the operations of the school. These teachers are often selected to become lead teachers in their grade level or content area. The lead teaching staff is given the responsibilities of attending curriculum meetings to retrieve information and share with their colleagues, via professional development. They will be aggressive by ensuring that their grade levels are meeting classroom expectations and duties. These individuals have the opportunity and are encouraged to apply for positions within the building as they arise. In turn the principal also utilizes these lead teachers to create a school leadership team. The leadership team is comprised of building administrators, lead teachers, instructional specialist, content coaches, and parents at Brewer Academy. This team will have confidence in the vision and mission at Brewer Academy and are willing to ensure that student achievement is our primary priority.

### Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities. We will continue to support student teachers with regard to the advancement of becoming a certified teacher. These positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals, and Principals.

### Flexible Working Conditions

Brewer will opt to utilize a flip schedule on half days. This will allow staff to have balance in their preps by alternating schedules (A.M. vs. P.M.) on half days. This will also allow selected teachers to have extended opportunities to be involved in leadership roles for a period, opportunities to visit classrooms (with permission from other staff members, and extended time for PLC (small grouping)

Technology/ Reaching Out to New Recruits: Because we live in a technological oriented society, potential candidates will have an opportunity to Google our school and to pull up our updated website, which extols all of the great things that are happening in our school.

Contact information will be current. Potential candidates will be encouraged to submit an electronic resume for review with a follow-up call by the principal to acknowledge their interest if there is a potential position available. Principals, leadership teams and staff members will have an opportunity to meet with potential future staff members to share with them why this school would be a good fit for them, while allowing them an opportunity to informally speak to the leadership team about their experiences at Brewer. This will be a great opportunity to promote their school via a leadership team walkthroughs and/or a commitment for a follow-up conversations or a "note of interest" or "thank you" to be forwarded to their e-mail. These are some of the strategies that will support an interest for new recruits and or for master teachers to become or remain a part of the Brewer Elementary/ Middle School Family.

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## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.**

The priorities for instructional improvement at Brewer are focused on differentiated instruction, inclusive of Multiple Tiered Support Systems. Students are tested through various forms of common, standardized, formative, and comprehensive assessments to determine achievement levels as well as individual student learning levels. Enrichment supports are in place to address the content areas that have deficiencies on the MEAP exam. Technology integrated programs that provide students with learning supports such as Study Island, Accelerated Reading and Math are utilized by all grade levels in the building. Sequencing for instructional improvement begins with identification of the focus area(s), alignment of instructional components, and planned assessment. A pre-assessment is given to determine student levels, and test results are then analyzed. An instructional plan is created based on the results of the pre-assessment. The desired approach for progress monitoring is identified, and the instructional plan is then implemented. Implementation of the instructional plan is closely monitored throughout the process, and a post-assessment exam is given after completion of the plan. Post-assessment data is analyzed as well as implementation data for reflection on results to determine effectiveness of the instructional plan. Students identified as being non-proficient or in need of additional enrichment are provided with an opportunity to participate in the after-school tutoring program, and receive assistance via push-in/pull-out support from the building resource teachers and instructional specialists in efforts to improve and increase learning levels.

Brewers' instructional Big Idea that addresses Response to Intervention (RTI/3Tier Intervention)

is supported by our current MEAP deficits and is a research based proven strategy to increase student achievement and will be aligned from grades K-8 as well as be aligned with the Common Core Standards.

Brewer's instructional staff will plan and implement instruction according to the Common Core Standards for grades K-8 for the 2013/2014 school year, as well as analyzing the most recent data available. All students will take a pre-assessment to identify their current academic level for reading as well as mathematics. Brewers' instructional team and administration uses data from the following assessments to target student needs and identify instructional practices within the classroom: MEAP, Measuring Academic Progress (MAP Test) Dibels, Star Math, Star Reading, demographic, preception data, as well as formative and summative assessments. These essential data driven conversations will take place during staff meetings, professional development and most importantly during our bi-weekly grade level meetings. Instructional staff will align student needs by looking at the common core standards for their grade level as well as the targeted areas that were identified for improvement on the MEAP, MAP, Dibels, Star Math, and Star Reading.

After careful review of the three year data trend at Brewer Academy, it demonstrates that there is a need to increase scores across the content areas in order to meet the state wide goal of 85% rate of student proficiency. Although Brewer students did demonstrate an increase in scores in the areas of Reading, Math, Writing, and Science on the 2011/2012 MEAP data, we still are experiencing an achievement gap between state goals. Our scores indicate the following deficiencies: 82% of students non-proficient in Math, 68% of students non-proficient in Reading, 73% of students non-proficient in Writing, 88% of students non-proficient in Science, and 99% of students non-proficient in Social Studies. As identified through our school improvement team meetings and collaborative staff meetings, in order to improve in these areas and to continue improving in the areas of reading, mathematics, and writing, Brewer will implement the RTI(3 Tier intervention) strategy which will include targeted instruction through small groups (Workshop). Teachers will look at their homeroom data and divide their students into groups to receive targeted intervention on the skills and concepts that are listed on the Common Core Standards, as well as targeted areas of deficiency. The teachers will meet every two weeks for grade level/content area meetings to decide the details of the intervention needed and how it will be implemented within their classroom. As a school the Academic Engagement Administrator and the instructional specialist will support the implementation of all interventions, as well as provide resources that may be needed. Brewer will consistently implement the following instructional programs and or assessments: Accelerated Reading (Intervention), Accelerated Math (Intervention),



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Study Island (On-line Program), Star Reading Assessment, Star Math Assessment, Measuring Academic Progress(MAP), Dynamic Indicators of Basic Early Literacy(Dibels) Assessment and Progress Monitoring Tool for grades K-5)) and Burst (Reading Intervention for grades K-3)). The assessments will be given a minimum of three times a year.

How RTI/(3Tier) will be implemented:

Tier One: Instruction ( for all students) we will implement the core instructional program (Imagine It)

Screen Progress through Dibels, Core Assessments, Progress Monitoring

Tier Two: Interventions: students receive small group and individual instruction, according to targeted skills .

Assess for mastery of skill

Tier Three: Targeted students receive a third intervention during the day. (via pull out)

Assess for mastery of skill

The learning strategies at Brewer Academy that are implemented school-wide include Guided Reading, Writing Across the Curriculum, Mathematics Vocabulary, Drop Everything and Read, Accelerated Reading, Accelerated Math, Word of the Week Vocabulary. These strategies are practiced daily in all classrooms to improve student understanding in the core content areas and increase achievement in the areas of Reading, Writing, and Mathematics. The RTI (Response to Intervention) model is the instructional strategy used school-wide to address student needs. Students will receive core instruction through whole group instruction, and interventions will be made for students to receive small group and individual instruction according to targeted skills. Those students who are identified at the lower tier will receive targeted assistance during the day through intense pull-out intervention.

The programs that have been identified for use building-wide to address the specific areas of need at Brewer based on student data are research-based programs that align to the state standards and provide intervention and instruction at each grade level. Student progress in each program moves them to the next level of learning. The content is taught in a logical and consistent order from grade to grade, and allows for students who perform at various different levels to be successful through Multiple Tiered Support Systems. The Guided Reading and the Accelerated Reading and Math programs are all inclusive of this model of learning.

**Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.**

Brewer Academy will promote the continuous use of student data (formative, interim and summative) to inform and differentiate instruction to meet the individual needs of the students by the following process: Providing professional development in the following areas, Data Driven Dialogue, RTI(3 Tier Intervention), Data analysis, Differentiated Instruction, and Intervention strategies. Instructional staff will participate in the following activities:Attend bi-weekly grade level meetings, analyze their students data, identify targeted skills for improvement in all core subject areas, develop student intervention groups, creating timelines for implementation and monitoring student progress, adjust instructional practices as needed, and provide the necessary interventions. Also, each teacher will develop an individualized learning plan for their students, which will include, areas of strengths, deficiencies and goals for the teacher, parent, and student to track the progress throughout the school year.

Listed below you will find a break down of how summative, formative and interim data will be used.

Summative Data

Review data as grade level teams from the top down to address overlapping grade Common Core Standards to meet desired school-wide and state goals for student achievement.

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Use the MEAP item analysis report to create a building level action plan for school wide student achievement..

Individualize student instruction to meet individual goals for annual yearly progress (AYP).

MAP, informal assessments and diagnostic testing as a means to address individual instructional needs for the student, as well as self evaluation and reflection to gauge "Best Practices" of the teacher /instructor.

Put emphasis on the use of Common Core Standards as a tool for effective planning and "Best Practices".

Assess for skill mastery.

### Formative Data

Student inventories are used to form a variety of assessments and create lessons that are based on student interest, in order to increase overall student achievement and differentiate instruction.

Plan and design lessons with the resource staff (i.e. resource etc.) to provide opportunities for success for all and offer additional means for both individualized differentiated instruction.

### Interim

Use grade level instructional planning to increase cross-curricular instruction, as a means to provide enrichment and authenticity to student learning. This also involves the use of "Best Practices" such as the Gradual Release Method where the teacher begins each lesson by assessing student's prior knowledge, modeling, and then gradually releasing the students' involvement until they are able to work independently and effectively.

Star Reading/Star Math/Accelerated Reading; are used to provide immediate feedback and set individual instructional goals within each core subject areas. Assessments will be made in quarterly to determine if the practices are effective.

In terms of accountability, Brewer will request coaches from ISD (Wayne RESA ) to provide math and reading intervention services for ineffective teachers in the areas of reading and mathematics. The coaches will in return meet with the teachers on a monthly basis and complete a coaching plan for the ineffective teacher in the content area of need, which will be determined at the initial meeting between the principal and the coach. The coach will outlines specific services provided when the coach assisted the teacher and suggestions for the next meeting. In addition, where there is still a need for intervention; the coach will modify the plan and incorporate alternative strategies and suggestions. Any revised plans must be given to the principal for review followed by a discussion with the coach.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.**

All DPS Priority Schools have been mandated to have an extended school year, which includes four additional weeks of school. This will now extend Brewer's school year to July 12, 2012. All students will receive an additional 140 hours of instruction.

The Master calendar is prepared by the district which specifically outlines the days of instruction for regular and extended school days. Within the calendar professional development is included for instructional and non-instructional staff with Detroit Public Schools.

### **Increased Student Learning**

Brewer also creates a master schedule which list specific content areas taught (math, reading, science, social studies and writing) including actual instructional time (minutes) for time for each course taught and the days for each subject for all grades K-9. For the 2012-2013 each teacher receives two coordinating periods compared to five coordinating periods for the 2011-2012 school year. This modification has allowed for an additional 150 minutes of additional teacher instruction, therefore, providing students with the same 150 minutes of teacher/student interaction with teachers and/or support staff that have an invested role in student learning.

For the 2011-2012 school year each instructional period was 45 minutes and for the 2012-2013 school years the instructional periods are 50 minutes. All students are scheduled for seven courses, therefore, the adjustment in individual classes this year allows for an additional 35 minutes of instruction daily and 145 minutes of additional instruction weekly. ELA was not blocked for all grade levels during the 2011-2012 school year, a modification was made to ensure that all grade levels have a 120 minute block schedule to ensure that students have interaction with teachers in ELA/Reading to impart the reading curriculum to all students without a interruption in instruction learning.

School Service Assistants (SSA'S) have been added to the staff for the 2012-2013 school year to provide students with one-one and small group support as outlined by the teacher. The 2011-2012 school years did not have SSA'S at Brewer Academy. This supplementary support allows the teacher to spend more time on task for the highest needs group. This also increases academic hours of instruction for students, but also gives Brewer students the guided instruction that will help propel students to a higher level on DIEBELS, BURST and individual academic performance for all students in grades K-8.

Special education aides are located in the self-contained learning disabilities and cognitive impaired classrooms to collaborate with the classroom teacher to provide individual instruction to students according to their (individualize Education Plans (IEP's).

Staff meetings allow for additional planning time for students for the 2012-2013 school years due to increased time. Staff meetings for the 2011-2012 school years were held on Wednesdays for an hour per week. The staff meetings for the 2012-2013 are now held for a minimum of two hours per week. Therefore, teachers now have eight additional hours of planning per month versus four hours for the previous school-year. The extended staff meetings allow for increased grade level meeting, content level meetings, and general staff meetings. These meetings will allow math, ELA, science and social studies teachers to plan for specific strategies that will prove academically beneficial for all students in grades K-8. The general staff meetings give teachers the opportunity to share goals and objectives for all grades in an effort to explore, plan and implement the dynamics of competencies for each grade level and all content areas (reading/ELA, math, science, social studies and writing).

Students with special needs have a push-in program to support students with learning disabilities by the resource room teachers. This

instruction provides special needs students with specific time that may include modification of lessons to help students meet the specific academic goals and objectives. Resource room teachers also collaborate with the general education teacher to devise plans for specific instruction and needs for accommodations.

All teachers prepare weekly lesson plans that are specially written to identify the goals, procedures, evaluations that will take place daily. Lesson plans are submitted weekly (every Friday) and are read and reviewed by the administrators. In addition all teachers submit three-day emergency plans that will provide the substitute teacher with specific directions during their absence; this prevents loss of instruction without having a plan in place during the absence of a teacher.

Individualized Development Plans (IDP) have been developed for all students in grades K-8 to chart progress and to set goals for all students in ELA and mathematics. Teachers and administrators collaboratively arrive at a consensus on programs/activities that will increase academic performance in all students at Brewer Academy.

### Programs in Place-Grades K-8 (Enrichment Activities)

Academic Games, Science Bowl and Yes Club are student organizations that

Promote academic excellence in students. In Academic Games and Science Bowl students have an opportunity to compete for state/national recognition.

Word of the Week- a word of the week is given to elementary and middle school students. The words of the week are posted in individual classrooms and various locations throughout the school. Throughout the week, students learn antonyms, synonyms and apply the word of the week to real-life experiences.

Country of the Month- The students learn information about location, climate, food, clothing and specific traditions for that country.

Accelerated Reader and Math- is a computerized technology program that allows students to work at their own pace to develop and increase math and reading skills.

Study Island- a computerized program that gives students practice in reading, mathematics, social studies and science to motivate students to learn and in return increase student performance.

Please see the attachment of student master schedule in the assurance section.

### **Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.**

Brewer will continue to engage parents through parent meetings, assemblies, after-school tutorial program, and homework activities provided via netbooks. Brewer also ensures increased parental involvement through field trips, social programs. Parents also have access to resources through learning village.

Brewer conducts The Annual Title I Meeting annually in September, parents are invited to come and receive information about Title I programs, staff, parental involvement funds and resources available to their children for the year. During this meeting parents are given the opportunity to address questions to the administrators and Title I staff, which will support them with aligning the home to school connection.

The Title I teacher conducts a variety of parent workshops for parents at all grade levels to provide reading and mathematics strategies to use at home to assist their children. These meetings are held on a monthly basis and parents receive materials or participate in make and take activities as an enrichment tool for their children.

The Title I counselor is available for at-risk students on a daily basis who are experiencing difficulties in school which may interfere with their individual academic performance. The counselor provides counseling services with the students in an effort to eliminate the barriers that

prevent students from reaching their academic potential. In addition, parents are extended the opportunity to speak with the counselor regarding concerns they have regarding their child's academic performance, psychological testing, and recommendations for family services.

Grade level parent meetings are conducted to convey objectives and goals for student achievement to all parents. The grade level meetings are conducted in the following sequences; grade 8, grades 6-7, grades 3-5 and grades K-2. The grade level parent meetings are conducted by the teachers who are responsible for direct instruction in reading, mathematics, social studies, science and writing. Parents are given information about the curriculum, testing information, classroom materials, assignments and any other pertinent information concerning the academic performance of their children.

Brewer does not have a Pre-Kindergarten program, however, we have a partnership with a Community Head Start program that visits Brewer annually to observe our Kindergarten program for possible enrollment to Brewer in September. Parent-teacher conferences, LSCO meetings and student programs (i.e., honor programs, student performance programs) allow for parent engagement in their students education. Parents are encouraged to meet staff and continuously play an essential role in the development of their child socially and academically.

Brewer also has several partnerships with Fifth-Third Bank, Motor City Casino, Mobile Dentists, Gardening Project, Wayne County Community College and University of Michigan who offer essential resources for students that are necessary for student growth, motivation and self-esteem.

Electronic Grade Book - This Electronic Grade Book allows parents to view the grades their child has earned on classroom assignments. This Grade Book is tied to the marks-gathering process.

The district also offers the services for parents to maintain parent-school communications and the ability to chart the progress of their children from home via the Internet.

Data-driven notification and tracking system - This tool can be established to notify school officials and parents when certain pre-determined triggers are engaged. For example, a notification can be established to be automatically sent to teachers, counselors and parents whenever a student amasses 3 consecutive absences. The expectation is that a plan of action and interventions for the student are immediately implemented.

PULSE (Early monitoring system for students who are heading off-track) - This system gives school officials information, based on a rubric, about students that are heading off track for promotion or graduation. Intervention is expected immediately upon notification.

Parent Connection - This tool, which is tied to the Grade Book, allows parents, schools and teachers to connect around individual student progress. The system will display data on attendance, grades, classroom assignments, and more parents and teachers will be able to exchange emails via this tool.



## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendent for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

Detroit Public Schools provides Brewer with a School Budget for each fiscal year. The budget consists of several categories of funding sources.

### Fund 111- Teaching Staff/Teaching & Testing Supplies

This category of funding includes- elementary & middle learning experiences concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of their awareness of life within our culture and the world of work and which normally may be achieved during the elementary school years.

### Fund 122-Special Education

Special Education - Special Education refers to services given to students with disabilities through the Individuals with Disabilities ACT, better known as IDEA. Students in special education require significant modifications in their educational programs; they may need extensive remediation, smaller-group settings, adaptations to their workload, a slower-paced curriculum, or other adjustments to suit their abilities and limitations as determined by a team of educators and parents working together. The team develops an IEP, or Individualized Education Plan, a legal document that spells out exactly what the school will do and what goals have been set for the student. Students in special education may be taught in a regular classroom with supports, a self-contained classroom, or a special school for students with similar disabilities. There are thirteen (13) categories of special education eligibility: Specific Learning Disabilities; Cognitive Impairment; Emotional Impairment; Speech and Language Impairment; Visual Impairment; Hearing Impairment; Physical Impairment; Other Health Impairment; Early Childhood Developmental Delay; Severe Multiple Impairment; Autism Spectrum Disorder; Traumatic Brain Injury; Deaf - Blindness.

### Fund 125-Compensatory Education-

Instructional activities designed to improve the achievement in basic cognitive skills of pupils who have extraordinary need for assistance to improve their competence in such basic skills as State At Risk, NCLB Title I, and Bilingual.

### Fund 212-Guidance Services

Consist of those activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal

and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils

### Fund 221-Improvement of Instruction

Consists of those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and natural learning experiences for pupils. These activities include curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff.

### Fund 221 Supervision and Direction of Instructional Staff

Directing and managing instructional services. Includes the activities of program coordination and program compliance monitoring.

Examples: Special Education, Career Technical, and Title I directors.

### Fund 224- Administrative Staff/Clericals/Copier Maintenance

Office of the Principal - Activities performed by the principal, assistant principal and other assistants in the general supervision of all operations of the school building; evaluation of staff members of the school; supervision and maintenance of the school records are included under this function, along with clerical staff for these activities.

In addition the district also provides Brewer with their Title I allocations for the school year including State Foundation Allowance and Local Tax Revenue and Title I Part A funding for the year and parent involvement monies, which are funding provided for activities directly related to parental involvement at Brewer (including but not limited to parent workshops, presenters, supplies and refreshments).

The principal has the opportunity to select the teachers and Title I staff members that best meets the academic needs of the school and share in the mission and vision of the school. Additional staff members are chosen as a collaborative team to ensure cohesion among the staff.

Graduation rate is not applicable, since Brewer is not a high school.

## **Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.**

Detroit Public Schools will ensure that each Priority school receives ongoing and intensive technical assistance to support their school turnaround efforts. Detroit Public Schools is committed to providing all Priority Schools with a high level of differentiated support based on their school's need. DPS has established an Office of School Turnaround that includes the following:

An Assistant Superintendent who is assigned to the Office of School Turnaround.

Instructional Specialists to provide coaching in data-analysis, strategic planning, differentiated instruction, scheduling, student engagement, and strategic family/community planning aligned with the SIG .

Designated individuals in the Office of Grant Compliance and the Office of Procurement and Logistics to assist schools in aligning resources to support school improvement initiatives.

Detroit Public Schools will provide extensive monitoring. Five Reform/ Redesign Monitors will monitor the implementation of 6-7 schools. The Reform/ Redesign Monitors will utilize a tiered approach to monitoring. This includes:



## Reform Redesign Report

Brewer Elementary-Middle School

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Frequent Site Visits

Required Data Reporting

Formal Quarterly Benchmark Meetings

The monitors will evaluate local progress and provide guidance to the district level in meeting the student achievement goals and the selected intervention models. Monitors will submit monthly reports to the Office of School Turnaround detailing the school's efforts and progress. Feedback will be utilized to guide the level of professional development and type of technical support based on the school data.

Detroit Public Schools will continue to seek the support offered through Michigan Statewide System of Support and School Reform Office.

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendent for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

Brewers assigned ISD person is Brenda Phillips, (School Improvement Facilitator) she visits our school on a regular basis and is very instrumental in assisting with the development and implementation of our reform plan. Brewer has also been provided with an Intervention Specialist,(Nancy Fenton) who will be assisting with efforts to promote student growth and working closely with administration and the leadership team.

# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Attached is a copy of the district's current evaluation tool. <u>Attachment:</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Attached is a copy of the District's Professional Development Calendar, and you will find Brewers Professional Development calendar located in assurance statement named, Teacher Collaboration. <u>Attachment:</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>Attachment:</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Brewer students have an opportunity to participate in the various activities; After- School Tutorial Program, Summer School, Basketball Team, Cheerleading, or Academic Games. Attached is a copy of the letter to participate in tutorial services. <u>Attachment:</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Attached is Brewer's school calendar for 2012/2013 school year. <u>Attachment:</u>

**Reform Redesign Report**

Brewer Elementary-Middle School

Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	Attached is a copy of the collective Bargaining Agreement.
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